



## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- |           |                                   |
|-----------|-----------------------------------|
| 7         | Elementary schools (includes K-8) |
| 2         | Middle/Junior high schools        |
| 1         | High schools                      |
|           | K-12 schools                      |
| <b>10</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 7814

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☒ Small city or town in a rural area  
☐ Rural

4. 4 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	15	15	30	7			0
1	21	13	34	8			0
2	17	18	35	9			0
3	19	13	32	10			0
4	21	20	41	11			0
5	21	10	31	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							203

6. Racial/ethnic composition of the school:      0 % American Indian or Alaska Native  
                                                                                  1 % Asian  
                                                                                  1 % Black or African American  
                                                                                  1 % Hispanic or Latino  
                                                                                  0 % Native Hawaiian or Other Pacific Islander  
                                                                                  95 % White  
                                                                                  2 % Two or more races  
                                                                                  **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 7 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1.	206
(5)	Total transferred students in row (3) divided by total students in row (4).	0.073
(6)	Amount in row (5) multiplied by 100.	7.282

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 14

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 24

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>          </u> Orthopedic Impairment
<u>2</u> Deafness	<u>2</u> Other Health Impaired
<u>          </u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>          </u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>          </u> Hearing Impairment	<u>          </u> Traumatic Brain Injury
<u>          </u> Mental Retardation	<u>          </u> Visual Impairment Including Blindness
<u>          </u> Multiple Disabilities	<u>          </u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>          </u>
Classroom teachers	<u>11</u>	<u>          </u>
Special resource teachers/specialists	<u>12</u>	<u>          </u>
Paraprofessionals	<u>0</u>	<u>          </u>
Support staff	<u>11</u>	<u>1</u>
Total number	<u>35</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	96%	97%	97%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	10%	10%	5%	5%	5%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size		
Enrolled in a 4-year college or university		%
Enrolled in a community college		%
Enrolled in vocational training		%
Found employment		%
Military service		%
Other (travel, staying home, etc.)		%
Unknown		%
<b>Total</b>		%

## PART III - SUMMARY

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North Dickinson Elementary School is a kindergarten through fifth grade elementary school nestled in the countryside of the Appalachian Mountains. In a fifty year time span, our school has gone from six classrooms to eleven classrooms. Our school student population averages two hundred students. Our staff consists of twenty-six professional staff members and twelve support staff members. Many grandparents and parents of our current students are alums of our school. We are currently experiencing our second building renovation project which will triple the size of our current building. We are one of seven elementary schools in the Carlisle Area School District.

As part of the Carlisle Area School District, we strive to become the most outstanding educational institution in south-central Pennsylvania so parents and families will profit from the highest quality of instruction, excellent support services, and an environment that nurtures all students and respects their civil rights. In partnership with students, parents, and the community, we are committed to providing all students with educational and leadership opportunities to develop their intellect and character so they will accept and meet the challenge of personal responsibility, enabling them to become contributing members of our diverse society. We make every attempt to support a school climate based on high expectations and respect for the individuality of all students and staff.

At North Dickinson Elementary, we consistently perform well on state and local assessments. Over the last five years we have had at least 90% of our students score advanced or proficient on state assessments. Not only do we provide a strong academic foundation for our students, we also provide activities to further enrich their intellect. Students in fourth or fifth grade can become part of a band, an orchestra, or a chorus. Fourth and fifth grade students can also become part of intramural sport activities. All students can become part of environmental clubs, fitness clubs, foreign language clubs, and many other extra-curricular activities sponsored by our PTO. The opportunity is provided for every child to experience success in many different areas. Every student is accepted for who they are. Our staff does whatever it takes to make each student successful.

North Dickinson recognizes parents as an integral part of the educational team. We have an active Parent Teacher Organization who plans many social activities for students and families throughout the school year. Parents are welcome and encouraged to volunteer in their child's classroom or get involved in the many school-wide activities. As a result, many of our parents volunteer in the classroom on a regular basis. These volunteers help assess math facts, conduct book checks, and help with Kid Writing. The atmosphere of North Dickinson is that of a community. Our school has become the social meeting place for our community because there is no community center. Each year we have a fall festival, school talent show, and field day drawing huge crowds. Everyone has an important function in the success of each child.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

The assessment data from the last five years for North Dickinson Elementary school is something our school takes pride in. For four years in a row our fifth grade reading scores remained around an 85% proficiency level. During the fifth year our scores increased 15% so that we were able to have a 100% proficiency level. Our school analyzed the data during the first four years but for the most part we conducted our reading program in the same manner. During the fifth year, our reading supervisor looked at the areas covered on the state assessment. The supervisor noticed our reading program was designed in a way that some important content was being taught after the assessment. As a school and district, we changed our curriculum timeline to make sure essential content was being covered prior to the assessment. This change would also explain why each year our assessment scores were dropping from fourth to fifth grade. Our third grade students have been assessed five years in reading and each year, except the second year, our scores have remained around 95% proficiency. The first year of assessment we were able to have 100% proficiency. Our fourth grade students have been tested for four years and each year we have had 93% proficiency or better.

We have done historically well on our state math assessment. In third grade we have had 90% or better proficiency each year. There were two years where we had 100% proficiency. In fourth grade we have had 94% proficiency or better each year with one year of 100% proficiency. In fifth grade we have scores ranging from 82% to 97%. Last year we had a 12 point increase in our fifth grade scores. This gain can be attributed to the fact that our curriculum was prioritized to make sure essential content is taught prior to it being assessed.

In the state of Pennsylvania a student must score 63% in reading and 56% in math to be considered proficient.

### 2. **Using Assessment Results:**

Our school uses several different pieces of assessment data to understand and improve both student and school performance. At the building level we have a proficiency team consisting of a primary, intermediate, two resource teachers and an administrator. This team analyzes the state assessment and looks for areas of both strength and weakness in our school performance. The team then finds research based practices which can be used by all staff members to improve performance. As a team we present this information to the faculty and act as resource people. As a building we then set goals for how we can improve our instruction and learning.

We also use several different local assessments during the school year to help us evaluate and refine our instruction. Staff members will analyze the data during weekly grade level meetings and then work collaboratively to refine and improve instruction. One of the focuses of these local assessments is to be formative in nature, as a result they are given at designated times during the year.

The assessment data is also used to place students into appropriate instructional groups for both reading and math. Some of these groups are designed to be fluid groups where students move in and out as the need arises.

The assessment data is also shared with parents during conferences and meetings. During these meetings the team will use the data to create an educational plan for students.

### 3. **Communicating Assessment Results:**

Communication of student performance is an important piece of our assessment process. State assessment data is sent home to parents via mail each fall. This data includes an explanation of the assessment as well as information on how parents can use the data to help their child. We also use our website to show parents our



school report card. This is a summary from the state on how our school does on AYP. AYP information is also printed in the local newspapers. The Superintendent also sends a district wide newsletter out to the community. Assessment data is highlighted in this newsletter.

During conferences and parent meetings both local and state assessment data are presented to parents. As a team we discuss what the data means and how it can be used to help the student.

We have also created assessment pamphlets which explain the purpose of the assessments and the results to parents. This information is sent home to parents with local assessments.

#### **4. Sharing Success:**

Our school has shared information collected by our proficiency team with other buildings in our district via our Literacy coach. Since we share a literacy coach with other schools the coach has taken successes from our building and used them at other buildings. Several of our staff members participate on district curriculum writing teams where the success of our building can be incorporated into district curriculum. Several staff members also act as presenters during district workshops. This allows them to share their expertise and knowledge with other district employees. Our school has piloted several district programs. The data collected was used to change and improve the programs prior to them being implemented district wide. Teachers from other district buildings have visited our classrooms to observe our teachers teaching lessons. The information they collect is then used back in their classrooms.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Our core curriculum includes language arts, math, science, and social studies. The students also receive instruction in art, music, physical education, health, library, and technology taught by specialized instructors. The language arts curriculum consists of reading, English, and writing. Students are taught metacognitive thinking strategies, phonics, and comprehension strategies. Kindergarten students receive instruction in literature.

The English curriculum seeks to encourage students to write, speak, and listen. The writing process is used to encourage students to express their ideas. It begins with the prewriting stage and progresses through editing, revising and publishing. Teachers are encouraged to integrate Language Arts/English with reading and other subjects.

The goals of the mathematics program are to teach students to become mathematical problem solvers, to become confident in their mathematical abilities, to reason and communicate mathematically and to value mathematics. Basic skills are critical. Problem solving and a "hands on" approach are emphasized through the use of math manipulatives.

The social studies curriculum covers a variety of topics including the study of geography. In the primary grades the students begin with a study of the family and then expand their world to include neighborhoods and communities. Third grade completes the study of communities with an emphasis on historic Carlisle. In fourth grade the students study early American history and Pennsylvania. In fifth grade the study of early American history is continued.

The curriculum for the science program covers a variety of topics including matter, the solar system, geology, simple machines, biomes, the water cycle and weather. It is based on the scientific method and utilizes a process-oriented approach that emphasizes student observations and experimentation.

Our physical education instructor teaches the health and physical education curriculum. The health program includes units on mental health, physical health, nutrition, dental health, safety, pollution, conservation, careers, and consumer health, drug and alcohol abuse prevention, and AIDS awareness.

The goal of physical education is to develop physical and locomotive skills appropriate to the age and grade of the students. Gross motor skills, eye-hand coordination, and muscle development coordination are taught and implemented into recreational games.

Through a discipline-based art approach the students are taught to produce their own artworks, critique and value art, and learn art history. The Discover Art program by Laura Chapman is followed.

A variety of musical experiences and skill development exercises including singing, music listening, movement to music, music history, music theory, and performance on various Orff instruments are part of the music instruction.

In addition, students in grades 4 and 5 have the opportunity to sing in the school chorus. Students in fourth and fifth grades are invited to learn to play a musical instrument. Lessons are provided for both string and band instruments. Students not only receive specific instruction for the instrument they are playing, they also receive group instruction.

Technology instruction enables the students to use the computer as a word processor and have created a multi-media presentation. The library curriculum teaches resource skills to the students in first through fifth grades.

**2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

Our school's reading program consists of both whole group and small group instruction. During a two -hour, uninterrupted, reading block students are taught metacognitive thinking skills, phonics, and comprehension strategies. All students are instructed at their grade level in a whole group setting. During this time the teachers use the Houghton Mifflin Legacy to Literacy anthology. Large group instruction includes on-grade level instruction of the metacognitive thinking, comprehension skill units in combination with each phonemic awareness, phonics and word study instructional sequences that vary by grade level. Spelling lists follow the Houghton Mifflin sequence and are included in large group instruction. The class is then divided into three groups based on the instructional reading level of the students. Small groups are determined based on the literacy assessment profiles of each student. Each student receives a half-hour of direct instruction on his or her instructional level using leveled texts and novels. Direct instruction reinforces the skills covered during whole group instruction at the instructional reading level for the students. While the student is not receiving direct instruction they are working with an instructional assistant or working independently. The instructional assistant spends time previewing content related material and practicing fluency. The district adopted this approach to reading instruction to ensure all students are receiving at least a half-hour of instruction on grade level. Grade level instruction is determined using the state standards and assessment anchors. Students who are below grade level in reading receive a half-hour of reading support with a reading specialist. This replaces the independent time during the students reading block. The reading specialist focuses on accelerating and previewing skills and topic areas. They also spend time remediating skills specific to each student.

**3. Additional Curriculum Area:**

The goals of the mathematics program are to teach students to become mathematical problem solvers, to become confident in their mathematical abilities, to reason and communicate mathematically and to value mathematics. Basic skills are critical. Problem solving and a "hands on" approach are emphasized through the use of math manipulatives.

Each grade level has a one-hour uninterrupted math block. Each student shall demonstrate proficiency in the following area: numbers, number systems and number relationships; computation and estimation; measurement and estimation; mathematical reasoning and connections, mathematical problem solving and communication; statistics and data analysis; probability and predictions; algebra and functions; geometry; trigonometry; and concepts of calculus. The curriculum topics are divided into essential, important, and compact designations with more time being devoted to essential content. The determination of the classification of the topics is based on the State's Assessment Anchors. Problem solving and mathematical reasoning occur throughout the entire year. KUD charts and student learning maps for each mathematical topic exist to help guide instruction and to ensure that student learning occurs.

**4. Instructional Methods:**

Teachers in our school use Learning Focused Schools, Madeline Hunter, or a combination of the two approaches to deliver instruction. These approaches to instruction provide our teachers with the critical information related to student understanding. Based on this information teachers adjust instruction to meet the diverse needs of our learners. Teachers will group students based on needs. Some groups will receive extra support from the teacher or instructional assistant. These groups allow us to remediate and accelerate students. To help our students who struggle with reading fluency we use support staff and volunteers provide extra practice. They will listen to students read, guide them through websites which practice reading fluency, and help progress monitor students on a bi-weekly basis. In mathematics students in grades four and five are grouped based on learning style. The content remains the same with the difference being in the pace of

delivery. Students who are capable of working at a faster pace receive supplemental problems. The students who work at a slower pace receive more repetitions.

## **5. Professional Development:**

Our professional development program consists of summer workshops, faculty meetings, and district days during the school year. During the summer each staff member is required to take twenty-four hours of professional development training. This is divided into twelve hours of technology training and twelve hours which are determined by the Superintendent. The Superintendent's selected topics relate to district goals. Last summer every elementary classroom teacher spent twelve hours in literacy training because our district changed the way we deliver reading instruction. Over the course of two consecutive summers every teacher spent twelve hours per summer doing Learning Focused School training. This training focused on how instruction is delivered to maximize student learning.

During the school year each faculty meeting is designed to continue the focus on district goals. Some of the meetings are run by our literacy coach, some of the meetings are run by the principal, and some of the meetings are run by various faculty members. Planning time is also given for staff members to work with grade level peers. During this time teachers plan for instruction to make sure that all students are being taught the same content. The literacy coach also works with new teachers in a supportive role.

Another way staff members receive professional development is through the use of district days. During a district day staff members will be with grade level peers from other buildings in the district to share ideas related to district workshops and goals. District days are also used to conduct building specific training in areas related to literacy.

## **6. School Leadership:**

Our school leadership structure consists of Superintendent, Assistant Superintendent, Director of Curriculum, Director of Finance, and building Principals. The building principal is responsible for the daily operation of the school. The building principal is responsible to promote the school within the community. Through the use of the local media and district website the principal can highlight the school and share information with the community. School leadership revises school programs by leading curriculum committees made up of teacher leaders. Through the use of administrative walkthroughs district leadership monitors school programs to improve student achievement. The building principal supervises teachers through both formal and informal observations. Based on these observations appropriate feedback is provided to teachers with the focus being on improving student achievement. The building principal creates a building schedule which allows for teachers to have common planning time. During this planning time grade level curriculum is reviewed and instructional planning occurs.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Pennsylvania System of School Assessment

Edition/Publication Year:  
2005/2006/2007/2008/2009

Publisher: CTB/McGraw-Hill/CTB/McGraw-Hill/Data  
Recognition Coporotation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	97	91	100	96	100
% Advanced	68	54	74	86	94
Number of students tested	38	33	39	49	33
Percent of total students tested	100	91	100	98	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The state of Pennsylvania gives parents the option of not having their child participate in our state assessment because it is a conflict with their religious views. In 2007-2008 we did not have 100% of our students tested because of some parents exercising this option.

Subject: Reading

Grade: 3

Test: Pennsylvania System of School  
Assessment

Edition/Publication Year:  
2005/2006/2007/2008/2009

Publisher: CTB/McGraw-Hill/CTB/McGraw-Hill/Data  
Recognition Coporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	95	94	97	86	100
% Advanced	58	36	59	45	70
Number of students tested	38	33	39	49	33
Percent of total students tested	100	91	100	98	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The state of Pennsylvania gives parents the option of not having their child participate in our state assessment because it is a conflict with their religious views. In 2007-2008 we did not have 100% of our students tested because of some parents exercising this option.

Subject: Mathematics

Grade: 4

Test: Pennsylvania System of School  
Assessment

Edition/Publication Year: 2006/2007/2008/2009

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	94	100	95	97	
% Advanced	65	71	75	94	
Number of students tested	31	38	44	34	
Percent of total students tested	91	100	98	100	
Number of students alternatively assessed	0	0	1	0	
Percent of students alternatively assessed	0	0	2	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**Notes:**

The state of Pennsylvania gives parents the option of not having their child participate in our state assessment because it is a conflict with their religious views. In 2008-2009 we did not have 100% of our students tested because of some parents exercising this option.

Subject: Reading

Grade: 4

Test: Pennsylvania System of School  
Assessment

Edition/Publication Year: 2006/2007/2008/2009

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	94	97	93	97	
% Advanced	39	50	55	68	
Number of students tested	31	38	44	34	
Percent of total students tested	91	100	98	100	
Number of students alternatively assessed	0	0	1	0	
Percent of students alternatively assessed	0	0	2	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**Notes:**

The state of Pennsylvania gives parents the option of not having their child participate in our state assessment because it is a conflict with their religious views. In 2008-2009 we did not have 100% of our students tested because of some parents exercising this option.



Subject: Mathematics

Grade: 5 Test: Pennsylvania System of School Assessment

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	97	88	90	82	89
% Advanced	64	57	46	68	65
Number of students tested	33	42	39	44	37
Percent of total students tested	100	95	98	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	5	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**Notes:**

The state of Pennsylvania gives parents the option of not having their child participate in our state assessment because it is a conflict with their religious views. In 2006-2007 we did not have 100% of our students tested because of some parents exercising this option.

Subject: Reading

Grade: 5

Test: Pennsylvania System of School Assessment

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	85	87	84	84
% Advanced	58	33	13	36	38
Number of students tested	33	42	39	44	37
Percent of total students tested	100	95	98	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	5	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

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